



FRONT PORCH SERIES BROADCAST CALLS

A FRAMEWORK FOR PLANNING PROFESSIONAL DEVELOPMENT IN EMERGENT LITERACY

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SELECTED RESOURCES FOR THE APRIL 28, 2014 FRONT PORCH SERIES BROADCAST CALL

Professional Development Systems

- Buyse, V., Winton, P. J., & Rous, B. (2009). Reaching consensus on a definition of professional development for the early childhood field. *Topics in Early Childhood Special Education*, 28(4), 235–243.
- Fixsen, D. L., & Blase, K. A. (2009, January). *Implementation: The missing link between research and practice* (NIRN Implementation Brief #1). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Implementation Research Network (NIRN).
- National Professional Development Center on Inclusion. (2008). *What do we mean by professional development in the early childhood field?* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.
- Winton, P. J., & McCollum, J. A. (2008). Preparing and supporting high-quality early childhood practitioners: Issues and evidence. In Winton, P. J., McCollum, J. A., & Catlett, C. (Eds.), *Preparing and supporting effective professionals: Evidence and applications in early childhood and early intervention* (pp. 1–12). Washington, DC: Zero to Three Press.

Components of Professional Development

- McCollum, J. A., Hemmeter, M. L., & Hsieh, W. (2013). Coaching teachers for emergent literacy instruction using performance based feedback. *Topics in Early Childhood Special Education*, 33(1), 28–37.
- National Center on Quality Teaching and Learning (2012). *Practice-based coaching*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/practice-based-coaching.pdf>
- Neuman, S. B., & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal*, 46(2), 532–566. Washington, DC: Zero to Three Press.
- Snyder, P., & Wolfe, B. (2008). The big three process components of effective professional development: Needs assessment, evaluation, and follow-up. In Winton, P. J., McCollum, J. A., & Catlett, C. (Eds.), *Preparing and supporting effective professionals: Evidence and applications in early childhood and early intervention* (pp. 13–51).
- Zucker, T. A., Landry, S. H. (2010). Improving the quality of preschool read-alouds: Professional development and coaching that targets book-reading practices. In M. C. McKenna, S. Walpole, & K. Conradi (Eds.), *Promoting Early Reading* (pp. 78–104). New York: Guilford Press.



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